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ABSTRACT

The 16 research reviews which pertain to vocational education for the disadvantaged are organized under these topics: (1) Manpower Development, which reviews manpower forecasting, employer policies and practices, and training in selected apprenticeable trades, (2) Training the Disadvantaged, which discusses the effect of prevocational training and family service counseling, motivating trainees, adapting military instruction for those with low mental ability, work adjustment of hardcore unemployed, employment opportunities provided by municipal governments, industry hiring requirements, and effectiveness of a comprehensive manpower project, and (3) Training Disadvantaged Youth, which includes a review of the Neighborhood Youth Corps and its benefits, a teacher education seminar, and problems in transition from school to work. "Plain Talk," a continuing column by the editor, discusses the future of the "Research Visibility" series, G.I. research, and womanpower. An additional 18 studies and ordering information are included in the bibliography. (SB)

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RESEARCH VISIBILITY

SYNTHESIS / APPLICATION / DISSEMINATION

SEPTEMBER 1970

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PREFACE

Manpower Development/Vo-ed for the Disadvantaged

Punch Lines in RV Reports. Lost in the maze of data and cold statistics, critical implications and issues too often fail to reveal themselves in research and its reporting. Ponder the following from this month's *RV*:

- A program of preparation for employment might, therefore, be more likely to center in general than in vocational education. It is significant that this has been the case with most foundation-financed experiments in employment-related education. (Mangum)
- The dichotomy sometimes drawn between preparing for life or preparing for employment is nonexistent. It is not true that one either prepares for skills or prepares for all the other values to be held by one entering employment. (Shoemaker)
- Although a good many of the employers in our sample reported working with various community agencies to improve basic and vocational education programs, there was little evidence that this type of community involvement was considered to have produced fruitful results, while occasional interviewees expressed dissatisfaction with the preparation and work-orientation of high school graduates. (Gordon and Thal-Larsen)
- The experience of various companies which have utilized Neighborhood Youth Corps enrollees should be publicized. The experience of New Jersey Bell Telephone, whose retention rate of individuals with hard core poverty backgrounds is double that of their normal retention rate, is an example of the kind of finding which would be most impressive to employers. (Mandell, Blackman, and Sullivan)
- It appears, indeed, that a significant proportion of Neighborhood Youth Corps enrollees, particularly those in the out-of-school program, look upon NYC participation itself as a job rather than as a learning experience. For many it appears that NYC acts as a sheltered work-setting—an alternative to a less satisfying outside job. In other words, it may serve as a buffer against prejudice, a competitive work structure, job instability, or the stigma of boy's work. (Marjorie Egloff)
- Future hard-core employment programs should not be restricted to a given ethnic background or race. The primary criteria should be unemployment or underemployment over a period of time and/or individuals having particular demographic characteristics, e.g., criminal records, low educational level, and poor selection test performance that would generally negate their entry into a stable work environment. (Hjalmar Rosen)
- One-third of the men (long-term unemployed) felt that one should not expect too much out of life and be content with what comes; and a quarter said that planning only makes a person unhappy since plans hardly ever work out anyway. Eighteen percent stated that all a person should want is enough pay for a nice car and home. A tenth of the men felt that the wise man lives for today and lets tomorrow take care of itself. Almost as many (9 percent) said that the success a person will have is 'in the cards' when he is born. (Richard Olanoff)

Are You With It? The research, literature and legislation for the manpower and the poverty sectors have their own lingo. This fact, apparent for some time, is illustrated in the reports which have been reviewed this month. Previous *RV* reports have been devoted to manpower and to vocational education for the disadvantaged; the following AV JOURNALS should be reviewed or bound volumes of *Research Visibility* consulted for more complete coverage:

November 1967, "Youth With Special Needs"
September 1968, "Disadvantaged Youth: Rural Poverty and the Urban Crisis"
September 1969, "Manpower Research"
April 1970, "The Disadvantaged and the Handicapped."

Vocational education's nearness to employment, the work force and poverty makes necessary the familiarity and understanding of manpower terms by vocational and technical educators. Terms as the "delivery system," "supportive services" and many others have special meaning as they are used in the context of manpower literature and the language of legislative provisions for manpower development and its full utilization. If *RV* had expertise and research ability in *etymology* (the science of word study and linguistics), it could possibly explain the sources and reasons for the new terminology and jargon.

Realistically, the new words, terms and descriptors are probably coming from the advocates of manpower and employment legislation and the alleviation of poverty and lack of opportunity for the disadvantaged. It is not far removed from the impressive language of political "clout" for the needs of people. Its source is neither educators nor vocational educators.

Manpower Legislation. In July, conditions are shaping up on length, heat and Congressional action. Forecasts for both the weather and the progress of Congress are difficult to come by. Considerable heat could be generated if the unemployment index continues to mount, and spillover may influence politicians to concern over their interests in the events of November.

Nonetheless, it is probable that we shall have a comprehensive manpower bill as school opens in September; vocationalists, of all school personnel, should be familiar with its provisions and its relationships with their programs at all levels. Without doubt, it is critically needed. Notwithstanding the merit of the political guise (consolidation and cure of fragmentation) which has inspired the legislation thus far, a theme which is a perennial favorite of politicians, it will be encompassing and comprehensive. Labor's copyright of the term "manpower," and all that is implied including the complacency of education to anything which is not academic, suggest that the new legislation will be on a labor track and not on the education mainline.

We may assure ourselves that there will be generous provisions for manpower development, alleviations of conditions for the unemployed, the disadvantaged, and those in the poverty sector. Vocational and technical education is intimately related to opportunity for Americans to break out of these and many other conditions, and it should take the initiative and sustained action to make it happen.

Manpower Information for Vo-Ed Planning

Manpower Information for Vocational Education Planning. Final Report. Robert C. Young, ed. The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio. November 1969.

This publication is the report of a Conference on Manpower Forecasting for State Vocational Education Planning held at The Center for Vocational and Technical Education in June 1969. Participants included experts from the U.S. Department of Labor, state vocational education agencies and others with wide experience in educational planning.

The major purpose of the conference was the examination of existing manpower forecasting techniques, shortcomings, potential improvements in the techniques and the possibility of adapting these techniques to meaningful vocational education planning at the state level.

The conference began with a description of employment forecasting techniques currently available and anticipated in the near future and was presented by Department of Labor representatives Norman Medvin, Harold Goldstein and Irvin Wingeard. A critique of these instruments was made by James G. Scoville. Additional presentations covered the education, training, and mobility implications of anticipated employment.

A paper by John R. Shea examined occupational education and training requirements and raised numerous relevant questions about the kinds of manpower information required for vocational education planning. A paper presented by Ernst W. Stromsdorfer focused on industrial location and the implications of geographic and occupational mobility for vocational education planning.

The final paper, presented by Garth L. Mangum, along with a discussion led by Byrl Shoemaker and Robert Worthington, examined alternative strategies that might be utilized in the process of preparation for employment and included a vigorous discussion of the value of manpower projections for vocational education planning. This final session on alternative strategies reflected "some of the sharp differences existing between some vocational education planners and the manpower-economics community as well as differences within the vocational education community itself."

Employer Policies in a Changing Labor Market

Employer Policies in a Changing Labor Market: Report of the San Francisco Bay Area Employer Policy Survey. Margaret S. Gordon and Margaret Thal-Larsen. Institute of Industrial Relations, University of California, Berkeley. July 1969.

The Bay Area Employer Policy Survey gathered comprehensive data on employer policies and practices, and it analyzed variations in practices by industry and by size and other characteristics of the firms. Six counties were included in the survey (Alameda, Contra Costa, Marin, San Francisco, San Mateo, and Santa Clara), and 309 public and private establishments were included in the sample. The survey was made through a two-part instrument: a 33-page interview schedule and a 19-page supplement of statistical tables to be completed at the option of the employer.

This study was part of a broader labor market research program which was originally planned to include studies of (a) employer policies, (b) union policies, (c) the role of employment agencies, placement services and school counselors, (d) the impact of automation on skill requirements, (e) labor mobility, and (f) various more specialized studies taking the form of doctoral dissertations. Completion of the entire project is unsure; however, in addition to the study being reviewed here, an employment agency and placement service study was well under way at the time of publishing of this report.

Perhaps the most relevant findings for vocational educators are in the area of employer-sponsored training practices. Six types of formal training were considered in the survey:

1. Vestibule training (training given before the worker assumes the full duties of his position).
2. Formal employer-supported, on-the-job training.
3. On-the-job training funded under the federal Manpower Development and Training Act.
4. Other government-supported on-the-job training.
5. Apprenticeship programs.
6. Out-service training (training sponsored by the establishment but provided by other organizations).

Among these types of formal training the program sponsored by the largest proportion of establishments was out-service training. More than one-half of the firms surveyed reported programs of this type, with larger establishments tending to sponsor them most frequently.

Out-service programs were in large part designed to encourage further training and upgrading of supervisory and certain other types of white-collar employees. The largest proportion of these establishments were in finance, insurance and real estate. See table below for information on enrollments.

Types of Courses in Which Establishment's Out-Service Trainees Were Enrolled, Ranked by Percentage of the 309 Establishments Mentioning Them— Bay Area Employer Policy Survey, 1967

Type of Course	Percent[a]
Job or profession-related subjects	31.7
Management or foreman training; executive development; human relations	9.7
Science or engineering subjects	6.8
Electronic data processing	4.9
Insurance, real estate, or investments	3.9
Study toward a degree	3.9
Skilled trades or technical training	3.9
Subjects considered helpful in improving job performance or upgrading employees	3.6
Business administration	2.6
Salesmanship	2.3
Accounting or taxation	1.9
Clerical	1.6
New processes or techniques— other than EDP	1.3
Medical or health subjects	1.0
Safety training	0.6
Other	0.6

[a] Some firms gave more than one response.

With regard to employer involvement in community educational programs, it was noted: "Although a good many of the employers in our sample reported working with various community agencies to improve basic and vocational education programs, there was little evidence that this type of community involvement was considered to have produced fruitful results, while occasional interviewees expressed dissatisfaction with the preparation and work-orientation of high school graduates."

It was also noted that the expansion of public manpower programs in recent years has been so continuous that data on training in this report, gathered largely in 1967, were probably to some degree outdated by the time they had been processed.

Adjustments in Selected Apprenticeable Trades

Educational and Training Adjustments in Selected Apprenticeable Trades, Vol. I. Alfred Drew. Purdue University, Purdue Research Foundation, Lafayette, Ind. November 1969.

This extensive study of training of skilled craftsmen for the pipe, machine tool, printer-compositor, and cook-culinarian trades began in 1965. For purposes of gathering data, more than 500 items contained in various questionnaires and rating forms were developed, and approximately 9,000 questionnaires were returned during a two-year period, 1966-1968. Additional data were obtained from discussions and interviews with knowledgeable persons, studies of trade journals and apprenticeship standards, and direct contact with apprentices, journeymen, instructors, employers, union officials, teacher-educators, counselors, training coordinators, high school students, and representatives of labor organizations, employer groups, accrediting agencies, governmental agencies, schools and joint apprenticeship committees.

Each trade was studied in terms of the "ideal journeyman," the apprentices' and journeymen's views of training, adjustment of training to technological adjustments, apprenticeship standards and other essentials for high-quality programs, and elements of outstanding programs.

Findings and recommendations made by the study are too numerous to discuss here. In short, they pertain to the areas of (a) the systems approach to training in apprenticeable trades; (b) philosophy and objectives of training and development; (c) policy-making and administration in apprenticeship training; (d) budget planning and adequate financing; (e) recruitment and selection of best candidates for apprenticeship; (f) personal characteristics of the apprentice and the terms and conditions of his indenture; (g) use of trade analysis in curriculum planning and knowledge of and use of curriculum planning guides; (h) development and use of standardized materials at the national level with provisions for adaptation to local needs; (i) strengths and weaknesses of on-the-job training, and (j) strengths and weaknesses of related instruction.

Additional areas in which findings and recommendations were made include: (a) continuation training and education for journeymen; (b) licensing and certification; (c) systems for making adjustments to technological change; (d) keeping of adequate and accurate training records and reports; (e) instructional personnel; (f) the general training environment; (g) special approaches to apprenticeship training, including individualized instruction, trade competition, and other unique and innovative approaches; (h) promotion of the image of skilled craftsmen through public relations, and (i) the role and problems of research encountered in the study.

Accreditation criteria, apprenticeship standards and curriculum planning guides are presented in the appendices, which comprise Vol. II of the report.

Topic Two: TRAINING THE DISADVANTAGED

See Bibliography for Information on availability of complete studies

Pre-Vocational Training and Family Service Counseling

A Study of the Effects of Pre-Vocational Training and Family Service Counseling on the Long-Term Unemployed: Final Report. City of Philadelphia Manpower Utilization Commission, Philadelphia, Pa. March 1969.

This study was based on the premise that long-term unemployed males often have certain social-psychological deterrents to successful vocational training which must be overcome by work adjustment training before proceeding with vocational training programs. The study was undertaken by the City of Philadelphia with the participation of the Pennsylvania State Employment Service (PSES), the Jewish Employment and Vocational Service (JEVS), the Vocational Research Institute (VRI), Family Service (FS), and National Analysts, Inc. (NA).

The project sought to determine whether work adjustment training by itself or in combination with social case work counseling would significantly alter the ability of the long-term unemployed to use vocational training or would improve their chances for employment. The development of information on the characteristics of the long-term unemployed population and the influence of these characteristics on unemployment was a secondary objective of the project.

A sample of 546 men was selected for participation in the project, with the sample being divided into five groups: Group I, men who needed and received work adjustment training only; Group II, men who needed but did not receive work adjustment training; Group III, men who needed and received both work adjustment training and family service counseling; Group IV, men who needed but did not receive work adjustment training and family service counseling; and Group V, men who needed neither work adjustment

training nor family service counseling. Groups II and IV were control groups and Group V was a comparison group.

The PSES's role in the project was to select and refer to JEVS unskilled and semiskilled male residents of Philadelphia, 19 years of age and over, who had been out of work for a total of 27 weeks in the preceding 12-month period. JEVS was to interview applicants referred by PSES in order to assign them to the various groups within the project design, and to provide the indicated men with 8 to 10 weeks of work adjustment training. FS provided family service social work to individuals in Group III and provided a supplemental analysis of the findings relating to the characteristics of those men. NA administered interviews to project participants six months after completion of MDTA courses.

Several problems with the research design were encountered, some of which caused alteration of the original project intentions. Among such problems were trouble in maintaining contact with all of the participants and a nonrandom assignment of men to treatment and nontreatment groups.

Findings of the study showed that men who completed the work adjustment training, as compared to those who did not complete it, were more likely to be offered an MDTA training course, to start the course, and to finish the course. However, there were no statistically significant differences between the completers and the noncompleters in terms of whether they had a job at the time of the six-months follow-up or whether they had had a job during the preceding six months. Also, no significant difference was found in terms of earnings of the two groups.

In regard to the family service counseling, 21 percent of the men found it "very helpful" and 39 percent "fairly helpful." Another 39 percent said that the counseling had not helped them. A study performed in conjunction with the family service counseling indicated that "supportive counseling should be a regular service and should be continued beyond the short-term help whenever indicated in order to maintain improvements."

RV Publishes Bound Volume for 1969-70

The third edition of Research Visibility may be ordered now from AVA at the price of $3.25 a copy, including postage. It includes the nine monthly sections published during the past school year.

Bound volumes of RV are still available for the 1967-68 and 1968-69 school years. All three volumes may be purchased, while the supply lasts, at the special price of $6 for the set. Order promptly to assure availability of complete sets.

Motivating Trainees To Make a Maximum Effort

The Role of Social Reinforcement Parameters in Improving Trainee Task Performance and Self-Image: Final Report. Reuben M. Baron and Alan R. Bass. Department of Psychology, Wayne State University, Detroit, Mich. September 1969.

The basic objective of the research project reported in this publication was to determine conditions under which unemployed job trainees will obtain maximum benefits from a job retraining program. It was assumed that a major downfall of present training programs is too much emphasis on skill training and too little emphasis on reaching and motivating the trainee to make a maximum effort.

The specific question posed by this research project was "under what conditions may 'success' or positive evaluative experiences be most effectively communicated to a Negro working class population of high school age?" The means of conveying the type of evaluative information used in this project is referred to as "social reinforcement."

A series of four studies was conducted to investigate the relative effectiveness of various types of social reinforcement on the task performance and self-image of unemployed Negro job trainees.

The first study was conducted with a group of female nurses' aide trainees. It was conducted to determine the effects of variance in the "object" of reinforcement (the person or his performance) and in the relative frequency of reinforcement (25 percent vs. 75 percent). Results demonstrated that reinforcement was most directly related to improvement of the individual's self image rather than to improvement in task performance.

However, variations in the reinforcement technique made no difference in improvement on two out of three tasks used. In the third task, praise of performance was more effective than praise of person, and a lower frequency of reinforcement was more effective. On the other hand, in enhancing self-image of participants, praise of person was found to be more effective than praise of performance, with lower frequency of reinforcement still being found most effective.

The second study had as its subjects male job trainees, and its concern was the relative effectiveness of material rewards (as candy or cigarettes) and verbal praise. This study also attempted to determine which kind of reinforcement is best for different types of individuals. As in the first study, self-image was more affected by variations in type of reinforcement than was task performance.

In improvement of task performance, material reinforcement was somewhat superior to verbal, although personal characteristics of the subjects caused variance in these findings. For example, material rewards were found to be most effective for persons with little need for social approval, whereas verbal reinforcement was more effective for those with a high need for social approval.

The third study, conducted with high school students participating in a summer vocational exploration program, was concerned with the relative effectiveness of the direction of reinforcement (praise vs. criticism) and the source of reinforcement (peer group vs. authority figure). Males and females were studied separately, and it was found that for females criticism was more effective in improving performance than praise. For males, the direction of reinforcement made little differ-

ence, but the source of reinforcement showed that peer group reinforcement was more effective than authority figure reinforcement.

The fourth study was conducted upon only the female group from the same vocational exploration program. It sought to determine the differences in effectiveness of the source of prior reinforcement and the presence or absence of the authority figure during the period in which an insoluble task was attempted. It was found that subjects persisted longer at the task when they had received prior reinforcement from the peer group and when the authority figure was absent from the experimental room.

It was concluded that further research is needed to clarify and expand upon the findings obtained in this study. The major value of this study was seen to be the stimulation of further research concerning basic motivational processes. Two types of further research specifically recommended were studies of basic processes involved in the effectiveness of social reinforcement procedures and of the generality of the findings of this study.

Combat Support Training

A Review of Combat Support Training. Ernest K. Montague and Morris Showel. Human Resources Research Organization, Monterey, Calif. December 1969.

Since mid-1966 increased numbers of trainees with low mental aptitude have been admitted to the Army, causing new training problems. This study deals with the exploration of methods of adapting military instruction to this wider range of individual ability through determination of "present practices and problems in training, the effect of such practices on the range of abilities now present in training, the degree of intensification of problems by the fact of wide range of student ability, and present training adaptation to these new problems."

After an initial review of 23 classes of 8 combat support courses in a typical training brigade, two courses, Field Wireman and General Supply, were selected for further intensive observation. This selection was based upon the wide range of ability in trainees in these courses, the variety of skills and jobs in the courses and the high attrition rates.

These two courses were studied with attention given particularly to:

1. The characteristics of the student population, spread of abilities and attrition patterns.

2. The actual training system as it works with the problem of wide range of ability, to include the presence or absence of clear training objectives, sequence and organization of course content, suitability of method to student ability, usage of facilities, instructor capabilities, and the general administrative support of training efforts.

3. The types and processes of student evaluation.

4. Efforts and methods in individualizing training.

The main strengths observed in these courses were (a) the fundamental training structure and (b) the general dedication of instructors and administrators. Most common problems were (a) those related to practices crystallized in Army Subject Schedules and (b) those related to the difficulties inherent in the very wide range of student ability. It was noted that "key elements in improving the effectiveness of instruction for the wide range of abilities present in Army training courses are greater emphasis on job-related and behaviorally stated training objectives, functionalization of instruction and evaluation based on job performance capabilities."

It was felt that the following steps should be considered for improving various aspects of training:

1. Greater flexibility and adaptability in use of Army Subject Schedules in the training system.

2. Use of a professional educator as staff adviser at each major training center.

3. Reduction of the separation of verbal and practical instruction by making verbal instruction a genuine working adjunct of practical instruction.

4. Reconsideration of the role and use of the instructional committee with intent to develop a more personal relationship between instructor and student.

5. Revision of administrative practices in several areas.

6. Consideration of any means that will lead toward the setting up of concrete and specific standards of performance which each student must master before graduating.

More study is suggested in the area of fitting instruction to the needs of the individual soldier. Experimentation in approaches of track systems, utilizing students with higher aptitude to tutor those of lower aptitude, and small team training are proposed.

Group Orientation Approach To Facilitate Work Adjustment

A Group Orientation Approach for Facilitating the Work Adjustment of the Hard-Core Unemployed. Final Report. Hjalmar Rosen. Wayne State University, Detroit, Mich. 1969.

This project was aimed at achieving a lasting integration of hard-core unemployed Negro men in an ongoing corporate work force. Toward this end, 49 such men were hired by a utility company and were divided into two groups: one which would receive the regular formal company orientation program in which they played a passive audience role, and another which would be exposed to "a quasi-group therapy approach" orientation session.

Prior to the hiring of the men, interviews were conducted with company and union managerial personnel to determine the attitudes toward such a program. Responses were generally favorable, except for management council members who expressed a "balanced neutrality."

In addition to orientation sessions conducted for the new hires, group problem-solving sessions were conducted for foremen prior to the introduction of the new employees and also through the period of employee orientation.

The patterns of both types of employee group sessions, as they finally emerged, differed from those envisioned in the research plan. While it had been expected that the emphasis of the group therapy sessions would be on issues surrounding the job, discussion in the sessions centered on self-attitudes, particularly race-related problems. Men in the regular company orientation groups had originally been expected to ex-

perience only a passive audience role, with lectures and films being directed at them. As it turned out, company training personnel had altered the content of the sessions without notifying the research staff, and were including question-and-answer sessions and personnel counseling sessions based upon problems brought up by supervisors.

This change in the final direction of the training programs coupled with other factors resulted in higher evaluation of the company-trained men than those who had been group-counseled by university representatives.

It was concluded that "there is little doubt that hard-core orientation can be advantageously accomplished by (1) introducing a content structure that will focus upon work-related materials; (2) having the program administered and run by members of the hiring organization who are not only knowledgeable about company practices and policies, but who can intervene between hard-core and first-line supervision in problem areas as a function of their organizational position; (3) utilizing a part of the orientation period provided to cope with and counsel problem employees, thereby directing effort where it will do the most good."

As a result of analysis of the foremen training sessions recommendations for future training programs were made.

1. Top management must clearly and precisely specify ground rules to the hard-core program.

2. Once the ground rules have been laid, they, as well as the reasons for the program, need to be communicated throughout all levels of management.

3. After the general orientation sessions for all supervisors, foremen for the hard-core employees should be selected.

4. Directly involved supervisors need some additional orientation.

5. Supervisors should be provided with basic personal data about their particular hard-core employees.

6. No supervisor should have more than two hard-core subordinates.

7. There should be some formal, systematic procedure for communication regarding the hard-core between the employment office and the supervisors.

8. Whenever meetings of hard-core employees are held, generalized summaries of the types of problems raised should be provided to the foremen.

9. Whenever training meetings of supervisors are held, generalized summaries of the types of problems raised should be provided to the hard-core employees in their meetings.

10. Extensive, but simple and concrete, orientation of hard-core employees should be provided with regard to: company rules, procedures, and policies; company benefits and services and how to obtain them; community agencies and services and how to use them efficiently, and management of finances.

11. Where needed, on-the-job training in relevant basic knowledge should be provided for the hard-core.

Municipal Government Efforts

Municipal Government Efforts To Provide Career Employment Opportunities for the Disadvantaged. Floyd A. Decker, et al. National League of Cities, Department of Urban Studies, Washington, D.C. December 1969.

A 1968 survey of municipal efforts to provide career employment to the disadvantaged performed by the National League of Cities prompted the undertaking of this in-depth study of six major U. S. cities—Dayton, Detroit, El Paso, New York, San Francisco, and Washington, D.C.

The study sought to determine: (a) the extent to which cities can, and have, developed job opportunity programs that provide meaningful employment and training opportunities for career development in the competitive municipal service to those who could not meet the traditional entrance requirements; (b) the impact of such programs on the performance of municipal services, and (c) the manner in which such programs can be expeditiously and effectively implemented.

The purposes of the report are "to assist local officials and administrators to design and develop effective employment programs that will provide both career opportunities to the disadvantaged and, at the same time, facilitate the performance of municipal services" and "to provide the Department of Labor with reliable information relative to the effectiveness of ongoing job opportunity programs for the undereducated and culturally deprived."

The report is the result of in-depth interviews conducted with municipal executives, manpower officials, personnel directors, department heads and supervisors, and newly hired occupants of trainee positions as well as views solicited from state and Federal regional officials and representatives of labor unions, minority groups, public and private poverty agencies, and businesses.

An examination of municipally initiated and funded manpower programs points up the fact that these programs are mainly designed to provide job experience only in basic, unskilled positions, particularly for the young. A solution to both ghetto unemployment and municipal manpower shortages is suggested as being the "New Careers Concept" as presented in the book by Arthur Pearl and Frank Riessman, *New Careers for the Poor*. This concept is based on the following five elements:

First, that there is a manpower shortage in the human services fields.

Second, that the tasks in the various public services fields fall into two categories—those that can only be performed by professionals and those that could be performed by nonprofessionals.

Third, that the qualifications for entrance level classes of positions are overstated and that hundreds of thousands of unemployed and underemployed people, who lack the established training and academic credentials to qualify as professionals, could perform nonprofessional tasks.

Fourth, that nonprofessionals, who so desire and are able, can acquire the training and academic credentials necessary to move up a career ladder to professional status while working on the job.

Fifth, that the program will free professionals from the need to perform nonprofessional tasks and permit them to devote their time exclusively to the performance of those tasks for which they are trained, thus permitting a substantial improvement in the performance level of services, and, at the same time, providing New Careerists with employment in potential career positions, not just in dead-end or make-work jobs.

The study uncovered three major problems encountered by the cities in attempting to establish New Careers

Programs: inadequate planning time, inadequate funding, and programmatic constraints limiting the types of New Careers positions that could be created. Positions created were generally limited to those performing "human services"—an unfortunate limitation because these positions are not those in which males have traditionally found employment and it is the unemployed Negro male who is most in need of career job opportunities.

Conclusions regarding the New Careers programs which were apparent from the study were that (a) as now structured, the New Careers Program cannot be expected to produce any meaningful reduction in municipal manpower shortages; (b) New Careers type programs can improve the content and delivery of municipal services; (c) the reactions of municipal department heads, supervisory personnel and regular employees toward New Careerists were mixed and (d) both the New Careers and the Neighborhood Youth Corps programs appeared to have a positive impact upon trainees.

Basic principles for the establishment of an effective city career opportunity program for residents of deprived urban neighborhoods which were derived from the study are:

1. Political and executive leadership and support, or access to such support, is essential for expeditious planning, developing, and administering of innovative programs that require the full cooperation of department heads and supervisors.

2. Preliminary planning, job development and program administration should be the responsibility of an agency having the knowledge of municipal government operations and manpower needs, and a staff experienced in personnel administration and position classification. Such an agency might be either a municipal personnel department, or a manpower administration located within the mayor's office and staffed by regular municipal employees.

3. Participants in the preliminary planning and job development processes should include representatives of the mayor's office; personnel department, and civil service commission if these are separate agencies; participating operating departments; employee unions; state employment service; and the educational system.

4. All municipal agencies should be examined to determine the feasibility of establishing career employment opportunities for the disadvantaged.

5. Entry-level positions should be within the municipal classified service and must be realistically linked to a career ladder.

6. All program planning and development should be completed prior to the beginning of program operations.

Included among suggestions for programmatic changes which should be made in New Careers programs are: (a) making the program applicable to all local government services; (b) providing planning grants in order that experienced city personnel staff can devote full time to preliminary planning and job development; (c) vesting responsibility for program administration in the city administration; (d) modification of the program in order to provide for upgrading and career advancement of able city employees now performing low-level tasks; (e) eliminating arbitrary geographical considerations as a determinant for participation, and (f) expanding the size of the program through increased Federal funding.

Vo-Ed Responsibilities in Large Cities

Report of a National Seminar on The Scope of the Responsibilities of Vocational Education in Large Cities. Final Report. William R. Mason. Cleveland Public Schools, Ohio. February 1969.

This report is a compilation of major speeches delivered at the National Seminar on the Scope of the Responsibilities of Vocational Education in Large Cities. Also included are workshop session reports and results of a follow-up of the 90 seminar participants.

The seminar, conducted in July 1968, had in attendance directors of state departments of vocational education, city vocational education directors, city school superintendents, and U. S. Office of Education personnel. Major purposes stated for the seminar were: to identify and analyze problems confronting vocational education related to effectiveness of inner-city youth for job completion; to exchange ideas and examine trends that may make vocational-technical education the vehicle by which training can be translated into getting jobs, and to develop strategies of action leading to improvement of quality vocational-technical education.

Questionnaire responses indicated that the seminar had stimulated the development of plans for expanding vocational education programs designed to meet the needs of youth in large cities, and that some identifiable changes had occurred in relation to improving vocational-technical education at the local and state level. However, it was noted that implementing the recommendations of a seminar involving more than 20 of the largest cities was a long-range undertaking, and that more influence would probably be felt in succeeding months than had occurred in the first 6 months following the seminar.

Participants at the seminar reported finding the small group workshop sessions more valuable than presentations by guest lecturers, and group workshops were suggested as a basic structure for similar conferences. Also, the idea of waiting six months before seeking evaluative reactions of participants was found to be a valuable method of obtaining significant reactions.

Industry Hiring Requirements

Industry Hiring Requirements and the Employment of Disadvantaged Groups. Daniel E. Diamond and Hrach Bedrosian. New York University School of Commerce, New York, N.Y. 1970.

The existence of unemployed workers at the same time that job vacancies exist at entry and near-entry levels is an incongruous situation investigated by this project. The situation suggests to the researchers that employer hiring requirements and procedures might be a major barrier to the economic well-being of the disadvantaged.

This study was made of ten major entry and near-entry level occupations in the New York and St. Louis Standard Metropolitan Areas. Occupations of bank teller, cashier/checker, hotel clerk, parts salesperson, shipping and receiving clerk, arc welder, press feeder, production machine operator, wireworker, and orderly were studied.

Data collected from a probability sample of establishments in major industries for each occupation were analyzed to (a) determine the variations in hiring requirements and

practices among industry members and between industry and employment agencies; (b) compare selected hiring requirements with the personal characteristics of employees; (c) validate hiring requirements with measures of job performance; (d) construct hiring requirement guidelines, and (e) suggest areas for further research.

Data indicated that a large number of questionable hiring requirements were often accompanied by high turnover rates and labor shortages. This, in turn, was very costly for companies involved. It was determined that improper hiring requirements not only may have artificially reduced employment opportunities for the disadvantaged but also may have injured an industry's profit position and unnecessarily restricted the supply of labor available to it.

Some of the questionable hiring practices are summarized here: complete data are available in the study. One practice causing high turnover of labor was that of promotion. A majority of the industries considered these positions ones from which they would select individuals for promotion: therefore, they hired only persons who would be suitable for such promotion at a later date.

However, figures revealed that workers were not regularly promoted from these occupations (one chance in ten within a period of two years), and the highly qualified persons who had been accepted for the entry-level jobs left for better opportunities. Thus, the inflated hiring standards not only unnecessarily restricted the supply of labor, but they caused high turnover rates.

The general lack of written statements of hiring requirements for specific jobs was another practice which caused unequal hiring practices. Without such a written statement before him, a personnel department employee tends to make employment decisions on subjective factors. This can be an unprofitable practice for the industry.

The considerable variability in sex preferences by different employers for the same occupation indicated that these preferences may be invalid and unnecessary. A re-evaluation of these preferences by employers is suggested.

The preference for job applicants between the ages of 22 and 45 was found to be questionable because of the lack of correlation between age and job performance. Except in the occupations of cashier/checker, hotel clerk and parts salesman in the St. Louis area, where correlations did exist, it was suggested that employers re-examine their policies regarding age.

Although most industries were quite specific about the amount and type of education required of job applicants, there was considerable variation in the education levels believed necessary for successful job performance for the same occupation. Analysis of the relation of job performance to education level in these occupations indicated little relationship. It was felt that industry may be overstating its education requirements.

A variation in opinion existed regarding whether previous experience was necessary for best job performance. Some industries desired experienced applicants and others preferred to train their own workers. The low correlation between traits of sex, age, education and experience and measures of job performance suggests that other traits, such as aptitude, interest and/or temperament, and personality might be better determinants of job success. It is suggested that employers premeasure these traits by some objective means in order to determine if employees or applicants will be happy in the job.

Other hiring preferences which should be re-examined in order to determine their genuine relationship to job performance are appearance preferences, policies regarding workers with police records, the widely accepted practice of not hiring an applicant who fails to properly fill out an application form, and practices regarding hiring of minority group members.

Two other areas investigated by the study were industry versus employment agency hiring requirements, which were found to be quite different in some areas, and industry hiring requirements and the characteristics of employees. In regard to the latter, it was found that the industry requirements were actually much higher than the characteristics of persons currently employed in the jobs.

Data uncovered by this study indicate implications for manpower policy and programs. In order to have employers develop more realistic hiring requirements, it is suggested that the United States Employment Service, in cooperation with the State Employment Service, should consider launching an information program stressing the need for employers to review their hiring requirements, preferences and procedures in terms of job performance needs. It should be emphasized that overstated and inappropriate employment practices may be costly in terms of high turnover, dissatisfied workers and self-imposed labor shortages.

The establishment of evaluation systems by employers should be encouraged by the employment services; with a valuable by-product of such evaluations being written statements of hiring requirements for the use of personnel departments and public and private employment agencies.

Eight areas are suggested for future research;

1. An in-depth study of a group of companies that have and have not sharply reduced hiring requirements for the same entry and near-entry level jobs.

2. A comprehensive examination of the evolution of current hiring requirements, preferences and procedures in order to demonstrate the arbitrary and subjective means by which these requirements are established.

3. A project for development of objective, easily administered and culture-free tests of key worker traits in major city entry and near-entry level jobs.

4. Inter-company studies of under-21 year old workers.

5. An in-depth study of companies where females are employed in traditionally male occupations.

6. Case studies of companies which have and have not successfully attracted sizeable numbers of minority group applicants.

7. A study of the training which is given to interviewers so that they are able to properly evaluate the hiring credentials of the hard-core unemployed.

8. A survey of establishments which have different training periods for the same entry and near-entry level jobs.

Comprehensive Manpower Project in Cleveland

A Study of Impact and Effectiveness of the Comprehensive Manpower Project of Cleveland (AIM-JOBS), Volume I: Summary. Melvin E. Allerhand, et al. AIM Research Project, Cleveland College, Case Western Reserve University, Cleveland, Ohio. December 1969.

AIM-JOBS is a concentrated employment program for finding permanent jobs for disadvantaged men and women between the ages of 18 and 35. The efforts of private agencies, business, industry, and labor are coordinated with the sponsorship of the U. S. Department of Labor and the City of Cleveland to provide training in job attitudes during two weeks at the Orientation Center and high support after job placement. The program focuses mainly on young adult men who are either unemployed or substantially underemployed and who are disadvantaged in the employment market by their minority status, low educational achievement, skill lack, erratic work history, police record, or other such factors.

After recruitment in his home neighborhood, each AIM-JOBS recruit is given job orientation and assessment and a medical examination at the orientation center. If necessary, eyeglasses and remedial dental care are provided for the recruit by the project. Counseling and teaching are provided in areas of human relations, job orientation, money management and budgeting, grooming and personal hygiene, physical fitness, and transportation and urban development. Testing and assessment are done at the orientation center to provide data for placement decisions.

After these orientation activities, "job ready" recruits are placed in available jobs or work experience and skill training programs. They are accompanied to job interviews by "job coaches," who also maintain contact with them for approximately six months after job placement in order to assist in any problems which may impede job success.

This study was conducted for the purpose of examining:

1. The effectiveness of the Comprehensive Manpower Project toward the end of sustaining jobs for the disadvantaged.

2. The effectiveness of the activities of the staff members of the Comprehensive Manpower Project.

3. The impact on companies participating in the Comprehensive Manpower Project.

With regard to the first objective, one of the prime interests was measurement of changes in a variety of attitudes and job behaviors as a function of the orientation program and of actual job placement and experience. Also, an attempt was made to isolate various criteria of job success and then to attempt to predict these criteria from knowledge of the participant's initial attitudes and other characteristics. This was done by gathering data through questionnaires administered to participants both before and after orientation, and again six months after placement. In addition, biographic-demographic data were taken from AIM-JOBS files, and supervisors were asked to evaluate participants.

In attaining the second objective, various projects were undertaken: (a) an action research project in which the subjects (the staff of the Coaching and Job Development departments) were not only studied, but were also utilizers of the research findings; (b) a staff questionnaire and staff interviews; (c) governing board interviews, and (d) a compilation of a chronological history of AIM-JOBS.

The third objective was approached through a project for discovering the extent of the private business community cooperation with AIM-JOBS, the nature of the cooperation, and prospects for increased cooperation in the future. An open-ended questionnaire was administered by interviewers to the individual in each company who made the initial decision to cooperate with AIM and carried the ongoing responsibility for the implementation of the cooperative effort.

Although no attitudinal changes were noted from questioning of program participants, 47 percent of those studied had remained in jobs, training, remedial education or work/training programs for six uninterrupted months. Participating companies suggested that better placement procedures should be used, participants needed to be better prepared, and better follow-up was needed.

Volume II of the study contains the complete and detailed results, and Volume III contains full appendices including copies of questionnaires, interview schedules, appropriate reference material, and an interim report.

Topic Three: TRAINING DISADVANTAGED YOUTH

See Bibliography for Information on availability of complete studies

Neighborhood Youth Corps

The Neighborhood Youth Corps: A Review of Research. Marjorie Egloff. Office of Manpower Research, Manpower Administration, U.S. Department of Labor, Washington, D.C. 1970.

This review brings together the more salient findings of Manpower Administration research which had been completed through mid-1969 on the Neighborhood Youth Corps program. It consists of two parts: first, a summary and analysis of findings of the studies, and second, a brief review of each study.

Research studies reviewed in this volume are:

(1) "Developing Group Counseling Models for the Neighborhood Youth Corps" by Calvin Daane, *et al.*; (2) "A Comprehensive Assessment of the Problems and Characteristics of the Neighborhood Youth Corps Enrollees: A Pilot Investigation" by William C. Eckerman, *et al.*; (3) "The Economic Needs of Neighborhood Youth Corps Enrollees"[1] by Leonard H. Goodman and Thelma D. Myint; (4) "Optimizing the Benefits of Neighborhood Youth Corps Projects for Rural Youth"[2] by Guy H. Miles, *et al.*; and (5) "An Assessment of the In-Public School Neighborhood Youth Corps Projects in Cincinnati and Detroit, With Special Reference to Summer-Only and Year-

[1] Reviewed in "Research Visibility." April, 1970.

[2] Reviewed in "Research Visibility" this month.

Round Enrollees" by Gerald D. Robin.

Also, (6) "Development of Evaluation Measures for Use With Neighborhood Youth Corps Enrollees" by Norman E. Freeberg; (7) "Houston's Out-of-School Neighborhood Youth Corps" by Edwin Harwood and Robert Olasov; (8) "Disadvantaged Youth Approaching the World of Work: A Study of NYC Enrollees in New York City"[2] by Wallace Mandell, *et al.*; (9) "A Retrospective Study of the Effectiveness of Out-of-School NYC Programs in Four Urban Sites" by Regis H. Walther and Margaret L. Magnusson; and (10) "A Study of the Effectiveness of Selected Out-of-School Neighborhood Youth Corps Projects: Summary Report and Implications for Program Effectiveness" by Regis H. Walther, *et al.*

Also, (11) "A Study of the Effectiveness of Selected Out-of-School Neighborhood Youth Corps Programs: The Cincinnati Clerical Co-Op: A Formal Skill Training Program" by Regis S. Walther and Margaret L. Magnusson; (12) "A Study of Terminated Enrollees in Three Urban Out-of-School Neighborhood Youth Corps Programs" by Regis H. Walther and Margaret L. Magnusson; and (13) "The Measurement of Work-Relevant Attitudes: A Program Report on the Development of a Measuring Instrument"—by R. H. Walther.

It was noted that several of the changes now under consideration by the Department of Labor for NYC programs are aimed at the correction of weaknesses in the program uncovered by these studies. For example, both the in-school and out-of-school NYC programs will be more directly oriented toward the individual needs of each enrollee. Upon his entrance to the program, each youth will be screened in an effort to discover his needs, interests, and capabilities.

"The thrust of the redesigned NYC programs is in accord with the research findings that the great diversity of abilities, skill, interests, and ambitions among enrollees greatly lessens the effectiveness of a program that does not take such differences into account. The other major link between the program changes and research findings is the greater emphasis on skill training and work experience that is relevant to the jobs which NYC youth will ultimately enter. Thus research findings to date, although they have contributed to the redesign of the program, may have limited relevance to NYC as the redesign is effected."

NEXT MONTH: Research on Training of Educational Personnel and Improvement of Curriculum and Classroom Technique.

Teacher Education Seminar

Third Annual National Vocational-Technical Teacher Education Seminar Proceedings: Teaching Disadvantaged Youth. Edward T. Ferguson and Garry R. Bice. The Center for Vocational and Technical Education, The Ohio State University, Columbus. January 1970.

Problem areas of micro-teaching, video recording and teaching disadvantaged youth were considered by 232 vocational-technical education leaders who attended this seminar on Oct. 20-23, 1969. The seminar is reported in two volumes. This volume concentrates on three presentations given at the general sessions, and on presentations made at a subseminar on teaching disadvantaged youth. The second volume (*see RV, October, 1970*) covers presentations relating to micro-teaching and video recording.

A general session presentation by Martin W. Essex, superintendent of public instruction, State of Ohio, concentrated on "Teacher Education in a Post-Industrial Era."

Dr. Essex suggested that the problems posed by the technological advance and the growing Welfare Syndrome might be partially solved through the institution of a new teaching system utilizing Executive Teachers (those with a M.A. degree plus additional training), Professional Teachers (M. A.), Journeyman Teachers (B. A. or journeyman experience), Provisional Teachers (B. A. or journeyman experience), Teaching Interns (student or retraining teachers), Technicians (high school or apprentice experience), and Clerical Aides (high school or apprentice experience).

Virgil S. Lagomarcino, Iowa State University, cited the immediate need for training two groups of teachers—those who will be teaching for the first time in disadvantaged areas and those who are currently teaching there but who need additional preparation to work most effectively. This need, he cautioned, is only a stopgap measure; the real need is for a better understanding and preparation of teachers for the real world.

William G. Loomis, chief, Vocational and Technical Education Branch, Bureau of Education Personnel Development, U. S. Office of Education, discussed the "Limitless Potential" of professional development for vocational education. Four immediate needs which he sees are: (a) the need to double the vocational teaching force by 1975; (b) the need for more inservice training for upgrading subject-matter skills and improving teaching competencies; (c) the need for more and better leadership personnel, and (d) the need for an understanding and appreciation of and a commitment to vocational education on the part of public education decision-makers.

Kenneth B. Clark, City College of the City University of New York, explained the "Social Dynamics of the Ghetto" in the context of the role which education must play for the people of the ghetto. Dr. Clark said that specific programs in the field of education, employment, political education, community development, and programs for youth can be real, meaningful and effective only if they are conceived and implemented within the context of the mobilization of the resources and the energies of oppressed peoples themselves to be the instruments for the administration and implementation of the program.

Don K. Harrison, director, Northern Systems Co., Detroit, described a systems approach to training and development of youth from the ghetto which his company designed, developed and implemented under a U. S. Department of Labor MA-1 Contract. The experience of this program indicated that "long-term unemployed persons can benefit from a training program which does not rely solely on psychological and sociological investigation of the individual, but rather insists on necessarily preparing these persons to participate in the welcome 'action' of the middle-class society through successful employment."

Augusta S. Hatton, a teacher-coordinator in distributive education for Detroit Public Schools, made some recommendations based upon her own experiences in several years of working with the inner-city disadvantaged youth. Teacher training programs, she said, should:

1. Require more guidance and counseling courses.

2. Require more practical bulletin board displays and decorating of rooms in order to make dingy inner-city classrooms more pleasing.

3. Train teachers specifically in methods of teaching in inner-city schools rather than training them in outer-city or suburban schools.

4. Require additional courses in how to teach remedial grammar, reading and arithmetic.

5. Require teacher-trainers to take classes in order to keep up on current problems.

Benjamin Whitten, area superintendent of vocational education, Baltimore City Public Schools, presented "What Makes an Effective Vocational Education Teacher in an Inner-City School—A Supervisor's Point of View." After maintaining that the key to success in teaching inner-city youth is the teacher's faith in the ability of the learner to master the work, Dr. Whitten proposed that inner-city teachers should plan their courses on a ladder-like basis.

First, in planning their work, inner-city teachers must identify the related entry jobs that require minimal learning and then require that all students master this minimal, short-term program in whatever length of time it may take them as individuals. In this way, students become employable by virtue of having completed portions of programs and do not have their only hope of employment tied to the completion of a two, three or four-year course. In addition, Dr. Whitten stressed that many instructional techniques other than traditional ones must be used to accommodate the learning styles of inner-city youths.

Sam P. Wiggins, dean, College of Education, Cleveland State University, identified some essential or highly desirable ingredients of a teacher education program with special reference to inner-city teaching: (a) a new type of screening process for teacher candidate selection; (b) cooperative work-experience during teacher training; (c) academic emphasis on the ends of education in terms of socialization and of education for self-reliance; (d) a restructured student teaching experience, and (e) special training for beginning teachers to discuss and deal with the problems they encounter.

HOTEL TRAINING PROJECT. An unique hotel, to be constructed near Nelsonville, Ohio, by the fall of 1971, will serve as a training base for 400 employee-trainees. The trainees will include adults who will receive some classroom instruction at the hotel, and high school students who will attend half-days of classes at their regular schools. The project is being supported by federal vocational funds, the Appalachian Regional Commission, and revenue bonds. It is being sponsored by the Tri-County Joint Vocational District in Ohio. (From *Education USA*. May 11, 1970).

Problems in Transition From School to Work

Problems in the Transition from School to Work as Perceived by Youth Opportunity Center Counselors: A National Survey. Donald F. Eggeman, et al. The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio. December 1969.

This report presents the results of a survey of all counselors employed at U. S. Employment Service Youth Opportunity Centers throughout the United States. The primary objective of the study was to determine the major problems facing youth in the transition from school to work. Also, it sought to obtain YOC counselors' opinions of school activities to alleviate the problems and to determine the relationships between selected personal background characteristics of the counselors and certain of their responses.

A sample of 763 usable questionnaires was returned. The questionnaire consisted of four major sections: Part I was an open-ended question in which counselors were asked to indicate and elaborate briefly upon the major problems faced by youths in the transition from school to work. In addition, in this section they were asked to select the first and second most important problems from those they had listed.

Part II was a request for the respondent to indicate possible activities of schools to enhance the adjustment of students to the world of work.

Part III asked what materials counselors considered useful in dealing with the problems they had listed in Part I, and Part IV asked for personal background data of the counselors.

Part I answers were divisible into nine broad problem categories, with 50 problem subcategories being identified. The broad problem categories were: job preparation, personality variables, vocational behavior, school problems, discriminatory factors, family background, community factors, factors inherent in the job, and military obligation. Eighty-six percent of the respondents indicated that "being poorly prepared for work" is one of the major problems of youth entering the world of work. Other major problems were lack of job skills and training and lack of sufficient information about job and training opportunities.

Part II suggestions of school activities to enhance the work adjustment of youth fell into 3 categories and 28 subcategories. These suggestions occurred most frequently in the area of guidance, then in vocational education, and least frequently in general education. Specific recommendations were for increased vocational guidance, teaching of prevocational skills and increased emphasis on the unique characteristics of each student.

The study of the relationship between the respondents' personal characteristics and their responses to the questionnaire showed no significant relationships: however, sex and the USES region in which the respondent worked did affect the frequency with which problems were mentioned. A comparison was also made of problems mentioned by the YOC counselors and by vocational educators who had been the subjects of a similar study by Garbin (1967). Many of the notable differences in this comparison were attributed to the fact that different populations of youth were counseled by each set of respondents.

Recommendations resulting from this study were for:

1. The provision of more occupational information for youth, particularly out-of-school youth.

2. The development of improved techniques for diagnosing the problems facing vocationally maladjusted youth.

3. The development of new intervention techniques suitable for subpopulations for whom traditional counseling approaches are not appropriate.

4. The provision of more vocational guidance and more cooperative, vocational and prevocational courses in the schools.

5. The provision of more apprenticeships and the modification of labor laws and union contracts to assist the very young (14 to 18 years of age) employed.

Study of NYC Enrollees in New York City

Disadvantaged Youth Approaching the World of Work: A Study of NYC Enrollees in New York City—Final Report. Wallace Mandell, et al. Wakoff Research Center, Staten Island Mental Health Society, Staten Island, N.Y. November 1969.

This study presents the findings of a survey of the congruence in work-related perceptions of Neighborhood Youth Corps (NYC) enrollees, their work experience supervisors, and employers in the New York City area. The investigators wished to determine the degree to which these persons held similar views regarding the transactions involved in entering the world of work: (a) skills and abilities, (b) behavior variability, (c) personal style appraisal, (d) interpersonal relations, and (e) agreement with the negotiating process.

Data were gathered during the summer of 1968 in nine NYC sites in New York City. Two separate groups were interviewed: a group of 297 enrollees who had less than three months of NYC experience and another group of 311 enrollees from the same sites who had had three or more months of NYC experience. In addition, 74 enrollees from this latter group who sought employment were interviewed again after they had made such an attempt.

Data showed a consensus among the three groups (enrollee, supervisor, and potential employer) as to process and expectations about entering the world of work. This indicates that it is not lack of understanding that limits entry into the world of work.

There was also basic agreement between the three groups in views of the world of work; however, youths tend to view requirements more stringently than employers or supervisors, with 92 percent of employers believing that high school graduation is not necessary for the jobs for which the youths were applying, and only 78 percent of the youths agreeing with this. The youths and their NYC supervisors also tended to place more importance on job experience and NYC experience than did potential employers.

Seven specific recommendations were made by the investigators for improvement of the NYC program. First, it was noted that the Federal concept of the Neighborhood Youth Corps was not being implemented in the area studied. In order for this concept to be applied, it was recommended that (a) a policy manual be developed; (b) an operations manual be developed and distributed, and (c) a reporting system be devised.

It was recommended that information presently being given enrollees about the world of work be de-emphasized, as the majority of enrollees know the nature of the world of work, the requirements for obtaining jobs, and the employment interview process.

The third recommendation was that work experience placements must be in "productive" work in order that the enrollee may achieve a sense of accomplishment.

Planned management is recommended for transition of enrollees into actual work roles. Such management includes:

1. Credentialing—offering NYC enrollees meaningful letters explaining to potential employers what NYC experience has involved.

2. Providing access to employers—through programs of information for employers.

3. Providing opportunity for counseling—particularly during the first week at work. Former enrollees should be able to discuss the day's work with NYC counselors.

4. Contacting employer—to discuss any unusual problems he has encountered with the enrollee.

Greater personalization of treatment in NYC programs in New York City is recommended. Categories of youth who need differential treatment are:

- Those who have no employment plans.
- Those who have very high aspirations which appear to be impossible to obtain.
- Those who lack information regarding what jobs are available and who lack access to jobs.
- Those without the endurance for the stresses of the marketplace.

The sixth recommendation is that the Labor Department should undertake studies of entry-level jobs, and provide demonstration programs of job restructuring, so that employers might restructure jobs within their companies in order that NYC enrollees would be able to take on more meaningful entry-level jobs.

Finally, it was recommended that a program of public information be undertaken by the Department of Labor in conjunction with the NYC in order to change the image of the Corps.

Benefits of NYC Projects for Rural Youth

Optimizing the Benefits of Neighborhood Youth Corps Projects for Rural Youth, Phase II: A Follow-Up Study of 1,144 Young Adults—Final Report. Guy H. Miles, et al. North Star Research and Development Institute, Minneapolis, Minn.

This report presents data acquired during the second phase of a program for optimizing the benefits of Neighborhood Youth Corps (NYC) programs for rural youth. Phase I of the program consisted of an exploration of the current problems faced by young people of the rural areas of the North Central states, and the development of hypotheses regarding these problems and other facets of rural life that might significantly affect the adjustment of these youth to urban life. The validity of the hypotheses was not established in Phase I. This has been attempted in Phase II with the objective of providing guidelines for optimizing the benefits of NYC programs.

Surveys of school officials during

Phase I had determined that between 75 and 90 percent of high school graduates move away from their home communities either to find employment or to further their education. Phase II surveys of former rural students revealed that "only 16.3 percent remained in their home counties during the three-year period following the year that most of them graduated from high school; 6.5 percent moved to other rural areas, and 77.2 percent moved to a city." The large number of rural youths who migrate to large cities encounter special problems in adjusting to urban life patterns.

Characteristics of rural and urban youths needing services offered by the NYC program are very different; however, both groups need the help of the NYC equally. City NYC programs involve "poverty-stricken minority group members" who are, to a large extent, high school dropouts or delinquents and who come from broken homes. Although no comparable group exists in rural areas, youths from these areas have a different type of disadvantagement. They have little choice but to migrate from their home community to an unfamiliar urban setting for which they are ill-prepared by the institutions in their home community.

Existing urban NYC programs consist of both in-school and out-of-school groups. The low number of high school dropouts in rural communities in the North Central states shows that there is little need for out-of-school programs in these areas. Also, the two main objectives of urban NYC programs—providing extra money to poverty-stricken families and keeping potential school dropouts in school—do not apply to the rural situation. Benefits emphasized by rural NYC directors were cited as "giving the kid from a welfare family a chance in this community," "teaching the kids how to work," and "giving some deserving youngsters a chance to earn the money to go to college."

Five of 10 recommendations for optimizing the benefits of NYC projects for rural youth are, in brief:

1. The guidelines for entry into rural NYC projects should be made more flexible by redefining the term "disadvantaged" to give equal weight to low income, geographical isolation, and social isolation.

2. Objectives of the rural NYC program should not be tied to the objectives of the urban NYC.

3. Local initiative and local supervision of rural NYC projects should be retained wherever possible.

4. The part-time job aspect of NYC should be de-emphasized in rural NYC projects unless it can be used to attain the aspects of job familiarization, urban adjustment, occupational counseling, furthering education through additional income, or job skill training

5. The rural NYC project must be flexible enough to allow for individualized approaches to the problems of individuals. A wider variety of participant problems is encountered in rural areas.

plain talk

George L. Brandon, Editor, Research Visibility

Future of the Yellow Pages. It's far from assured. We shall be ambling along on a three-month extension (courtesy of the Office of Education for the financial wherewithal) and the cooperative, enduring effort of the JOURNAL staff to keep *RV* in the yellow and not in the red. However questionable *RV's* value, membership dollar income and inflation will not afford the luxury of JOURNAL research reporting without outside assistance. If it is popular, then, to be on an austerity program, *Research Visibility* should look forward to qualifying for some form of the "best seller" list at least until its future may be determined for a longer term of life or another transfusion is administered. It's part of the grantsmanship game.

GI Research and GI Project Memo. Data returning from GIs are going a long way to disprove the WW II adage, "There is always about 10 percent who do not get the word." Apparently the modern GI is not only getting the word, but he (or she) is planning to act on it. There are unlimited implications for vocational and technical education in the data and statistics recently announced by *GI Project Memo: More Education, More Opportunity,* three-page final report from Gordon A. Sabine, Michigan State University, East Lansing.

The project, among other activities, piggy-backed on the Bob Hope show at Christmas; matter of fact, the AVA and vocational education were on hand for muster with Lowell Burkett active on the Christmas tour and telling the vocational story. (See AV JOURNAL: "Vietnam Mission: A Rewarding Experience." February 1970, page 96.) The final report indicates the project's purpose and data of interest to school planners. To encourage greater use of the GI Bill for post-service education, GI Project MEMO, a Talent Search funded by the U.S. Office of Education, referred U.S. servicemen and educational institutions to each other during the period January-June, 1970.

About 46,000 registrants had been processed at the time the institutions were asked to complete an evaluation questionnaire, the results of which were as follows:

Number of institutions receiving MEMO lists		Number responding	Rate of return
Trade (vocational) schools	1,471	901	61%
Junior colleges	914	664	73%
Senior colleges	1,189	864	73%
Total	3,574	2,429	68%

Of particular interest should be the data which describe the characteristics of GIs from 48,631 returns and which describe educational plans, military status (pay grade), racial identification, and time of separation from the armed forces.

Womanpower—It's Here to Stay. "Groups of ladies plump for 'womanpower' and adopt the chic 'thing' of the age, militancy. Each group has its pet projects, but all have the long-term aim of making women a stronger factor in the labor market." These are some of the comments of Associate Editor Walter Wingo in *Nation's Business*, December 1969 issue, The Chamber of Commerce of the United States, as he spruces up womenpower labor statistics for the '70s.

His article, "Here Come the Girls," has depth implications for vocational planners and manpower

developers. A few of his fast statistics are as follows:

- Whereas 37 percent of women of employment age now work, experts expect nearly 47 percent will be doing so by the middle of the next decade.
- Women in all economic brackets keep wanting more and more things for themselves and their families.
- Local, state and federal bureaucracies will probably keep on growing, providing, by 1980, 40 percent more government jobs, most of which can be staffed by women as well as men. One in five persons will have a government job.
- New industries produce new types of jobs which women can enter without feeling they are engaged in traditional male tasks. By 1975, 65 percent of American jobs are expected to be in service industries. It has been estimated that by 1985, health care, in which women predominate, will be the single largest area of employment.
- More employers will see advantages in hiring older women, whose average life expectancies exceed men's.
- Lastly, feminist groups are getting more militant in demands for "women's rights," and don't plan to shut up.

Editor Wingo concludes the womenpower statistics and interesting anecdotes with some evidence that the United States is still "Uncle (not Aunt) Sam" in view of the federal government's treatment of women employees as "undistinguished." Other resources, typical of the whipping boy status these days, blame schools for perpetuating the concept of female inferiority and women teachers in particular for transmitting to their girl pupils their own concepts of female inferiority.

Obviously, our knowledge and planning of vocational education for manpower cannot disregard womanpower and all of its implications.

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ORDERING INFORMATION

The material reported on in *Research Visibility* may be obtained from several sources. The source of each publication is indicated in each entry. The key to the abbreviations used there and instructions for obtaining the publications are given below:

CFSTI—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151. Copies of report with this symbol may be purchased for $3 each (paper) or 65 cents (microfiche). Send remittance with order directly to the Clearinghouse and specify the accession number (AD or PB plus a 6-digit number) given in the listing.

ERIC—Educational Resources Information Center, EDRS, c/o NCR Co., 4936 Fairmont Ave., Bethesda, Maryland 20014. Copies are priced according to the number of pages. The MF price in the listing is for microfiche; the HC price is for paper copies. Send remittance with order directly to ERIC-EDRS and specify the accession number (ED plus a 6-digit number) given in the listing. *How to Use ERIC,* a recent brochure prepared by the Office of Education, is available from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402; the catalog number is FA 5.212: 12037-A; price: 30 cents.

GPO—Government Printing Office. Send orders directly to Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402, with remittance for specified amount.

MA—Manpower Administration. Single copies free upon request to U.S. Department of Labor, Manpower Administration, Associate Manpower Administrator, Washington, D. C. 20210.

OTHER SOURCES—Where indicated the publication may be obtained directly from the publisher at the listed price.

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